

Date: _____ Name (First and Last): _____

Writing Topic: _____

GERRC Paragraph Look-fors Checklist

- ☐ General Statement (answers question)
- ☐ Elaboration (with three key ideas)
- ☐ References (three arguments in the order above)
- ☐ Concluding statement (new insight, connection to local issues/current events)

General Statement

- ☐ Answers the question posed, even uses part of the question to answer
- ☐ Includes titles of work(s) (properly formatted) discussed
- ☐ Includes author(s) of work(s) discussed

Elaboration

- ☐ Topic sentence in more detail includes a list of three key ideas (arguments) in the order that they are addressed in the paragraph
- ☐ Arguments arranged from strongest, least strong, to second strongest
- ☐ List of ideas in parallel structure

References

- ☐ Arguments presented in order introduced in Elaboration
- ☐ Arguments and Proof and Explanation (A.P.E.) are woven together
- ☐ Arguments are introduced with a purposeful verb (rather than “says” or “states”)
- ☐ Arguments go from one to the next in a logical order (perhaps with transition words to help guide reader)
- ☐ Transition words are subtle (rather than ~~first, second, third, in conclusion~~)
- ☐ For each argument, at least one proof comes from the sight passage
- ☐ For each argument, at least one proof comes from a piece studied in class

Concluding Statement

- ☐ Statement summarizes main ideas from topic sentence
- ☐ New lesson, insight, or connection to local issues or current event

Rules of Formal Writing

- ☐ Third person (e.g., ~~we, us, our, I~~)
- ☐ Present tense
- ☐ Academic Tone (sophisticated vocabulary and phrasing: ~~big, small, stuff, things, can't, don't, won't~~)

Spelling

- ☐ Commonly misspelled words are edited (there/their/they're)

Grammar

- ☐ Subject-verb agreement (Shanshan ~~reject~~ marriage ► Shanshan rejects marriage).
- ☐ Comma splice (The Raven **flies**, Eagle chases him ► 1. Use **and**: *The Raven flies and Eagle chases him.*
2. Use **semicolon**: *The Raven flies; Eagle chases him.* 3. Use **period**: *The Raven flies. Eagle chases him*)

GERRC Paragraph Rubric

Topic: _____

Total _____ out of 26

| Evaluation Criteria | Level 4 | Level 3 | Level 2 | Level 1 |
|--|--|---|---|---|
| Content /16 | | | | |
| Depth of Analysis (/8) | In-depth, complex arguments are clearly established at start; strong thematic connections of subject or literary work are accurate & thorough; theme connection is made throughout. (8-7) | Arguments are clearly established at start; could use more depth. Treatment of subject or literary work is accurate and somewhat probing; more theme connection is needed throughout. (6-5) | Arguments need clarification at start; skim surface of analysis. Treatment of subject or literary work has some depth. More higher order critical thinking is required. Lack of theme connection throughout. (4-3) | Arguments are unclear and difficult to follow; skim surface of analysis. Treatment of subject or literary work is inaccurate and requires much more higher order critical thinking; little to no theme connection throughout. (2-1) |
| Evidence (varied, relevant) (/4) | A variety of rich examples and quotations with page references made throughout strongly support analysis on many (literal and figurative) levels. (4) | Quotations with page references made throughout accurately support analysis. (3) | Quotations support analysis on a literal level. Select evidence that is more rich in literary depth (2) | More relevant, quotations required or selections do not effectively support ideas. Take more time to find the richest, most revealing quotations to support your arguments (1) |
| Organization of Ideas (/4) | GERRC ¶ structure is used to show progression of arguments clearly and highlight connections. GE: topic is stated with 3 distinct arguments. Concluding sentence recaps main points and explores new insight. (4) | GERRC ¶ structure is mostly used to show progression of arguments clearly; at times connects ideas. GE: topic is stated with 2 distinct arguments. Concluding sentence needs work. (3) | Lacks a strong topic sentence with three key ideas. Arguments do not follow logical or clear order. Analysis is formulaic, tends to merely report facts without making connections. Weak or missing concluding sentences. (2) | Lacks a strong topic sentence with three key ideas. Arguments and evidence do not follow logical or clear order. Analysis is formulaic, tends to merely report facts without making connections. Missing concluding sentences. (1) |
| Style /6 | | | | |
| Language (/4) | 3 rules of formal writing applied. Diction and phrasing are richly appropriate for academic audience. | 3 rules of formal writing mostly applied. Diction and phrasing are mostly appropriate for academic audience. | 3 rules of formal writing broken periodically. Some colloquialism and contractions shift level of language from academic to informal. | Generally, 3 rules of formal writing not followed. Diction and phrasing are too informal. Slang, contractions, first person abound. |
| Mechanics and Fluidity (/2) | Flawless spelling, grammar, punctuation. Quotations are integrated seamlessly. (/2) | Occasional mechanical errors do not interfere with meaning. Quotations are generally integrated. (/1.5) | Piece is littered with spelling and grammar errors – begins to interfere with meaning. Quotations “dropped” (/1) | Incorrect spelling and grammar interferes with understanding. Quotations “dropped”. (/0.5) |
| Format and Process (/4) | MLA template used (font, page numbering etc..) match format provided. All stages of writing process employed: Brainstorm, outlined, written 1 st draft, typed 2nd draft peer and self-edited thoroughly. (/4) | Minor errors in MLA format. Most stages of writing process employed. More thorough peer- and self-edition required. (/3) | Glaring errors in MLA format. Too few stages of writing process employed. This piece would benefit greatly from more thorough peer- and self-edition required. (/2) | MLA format not used. Most stages of writing process employed. More thorough edition required. (/1) |